

<b>Name</b> .....
<b>Number</b> .....
<b>Cohort</b> .....
<b>Personal Tutor</b> .....



# England Nursing Associate

# ONGOING ACHIEVEMENT RECORD

NAPAD, Standards of proficiency for nursing associates, (NMC 2018)

**This OAR is to be used in conjunction with the Practice Assessment Document**

## TABLE OF CONTENTS

The OAR document contains:

- A summary of each placement
- Practice Assessor checklist/comments
- Progression statements

### Guidelines for OAR

#### Student

The Ongoing Achievement Record (OAR) summarises your achievements in each placement and with the Practice Assessment Document (PAD) provides a comprehensive record of professional development and performance in practice.

The purpose of this document is to provide evidence from Practice Assessor to Practice Assessor regarding your progress, highlighting any areas for development throughout the programme. Your Practice Assessor and Academic Assessor must have access to this document at all times during your placement and it should be made available on request. It is your responsibility to ensure it is completed on each placement.

#### Practice Supervisor

As a Practice Supervisor you can use the OAR to review achievements and progress to date and identify additional learning opportunities to support student development and learning.

#### Practice Assessor

As a Practice Assessor this document provides you with information regarding the student's progress. This allows areas for development to be identified from previous placements. It is your responsibility to ensure that each Placement record is completed and the Progression Statement at the end of the PAD is signed.

#### Academic Assessor

As the Academic Assessor you work in partnership with the Practice Assessor in relation to student achievement in practice. The Academic Assessor confirms student completion and recommends the student for progression for each part of the programme.

### Terminology

Throughout the document the term student is used. "Student" has been used to be consistent with the terminology used by the NMC in their documentation *Standards for pre-registration Nursing Associate Programmes* (2018).

### Protected learning time

Organisations must ensure that nursing associate students have protected learning time in line with one of these two options (NMC 2018)

Option A: nursing associate students are supernumerary when they are learning in practice

Option B: nursing associate students who are on work-placed learning routes:

- are released for at least 20 percent of the programme for academic study
- are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- protected learning time must be assured for the remainder of the required programme hours.

# PART A

**PAD 1 - PLACEMENT 1**  
**To be completed by the Practice Assessor**

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

**Yes/No**

Has the student achieved the agreed proficiencies?

**Yes/No**

Has the student achieved their agreed learning and development needs?

**Yes/No**

Has the student completed the required hours?

**Yes/No**

Has an Action Plan been put in place? (if yes, see PAD document)

**Yes/No**

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document

(This can be completed following the final review)

Name:

Signature:

Date:

**PAD 1 - PLACEMENT 2**  
To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

**Yes/No**

Has the student achieved the agreed proficiencies?

**Yes/No**

Has the student achieved their agreed learning and development needs?

**Yes/No**

Has the student completed the required hours?

**Yes/No**

Has an Action Plan been put in place? (if yes, see PAD document)

**Yes/No**

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document  
(This can be completed following the final review)

Name:

Signature:

Date:

**PAD 1 – RETRIEVAL PLACEMENT**  
To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

**Yes/No**

Has the student achieved the agreed proficiencies?

**Yes/No**

Has the student achieved their agreed learning and development needs?

**Yes/No**

Has the student completed the required hours?

**Yes/No**

Has an Action Plan been put in place? (if yes, see PAD document)

**Yes/No**

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document

(This can be completed following the final review)

Name:

Signature:

Date:

**End of PAD 1**

To be completed by the Practice Assessor and Academic Assessor

**Practice Assessor:**

In addition to the achievement of professional values and proficiencies

Has the student achieved additional proficiencies in PAD 1 (if required) **Yes/No/NA**

Has the student achieved the Episode of Care? **Yes/No**

Has the student achieved Medicines Management? **Yes/No**

I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement.

I confirm that the student has participated in care (with guidance), achieved all the requirements of PAD 1 and is performing with increasing confidence and competence.

**Practice Assessor:** *(print name below)*

**Practice Assessor's signature:**

**Date:**

I recommend that the student can progress to PAD 2.

**Academic Assessor:** *(print name below)*

**Academic Assessor's signature:**

**Date:**

**PAD 2 - PLACEMENT 1**  
To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

**Yes/No**

Has the student achieved the agreed proficiencies?

**Yes/No**

Has the student achieved their agreed learning and development needs?

**Yes/No**

Has the student completed the required hours?

**Yes/No**

Has an Action Plan been put in place? (if yes, see PAD document)

**Yes/No**

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document

(This can be completed following the final review)

Name:

Signature:

Date:



**PAD 2 - PLACEMENT 2**  
To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

**Yes/No**

Has the student achieved the agreed proficiencies?

**Yes/No**

Has the student achieved their agreed learning and development needs?

**Yes/No**

Has the student completed the required hours?

**Yes/No**

Has an Action Plan been put in place? (if yes, see PAD document)

**Yes/No**

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document  
(This can be completed following the final review)

Name:

Signature:

Date:

**PAD 2 – RETRIEVAL PLACEMENT**  
To be completed by the Practice Assessor

Organisation/Placement provider:

Name of Practice Area:

Type of Experience:

Telephone/email contacts:

Start date:

End date:

No. of hours allocated:

Summary of student's strengths and areas for further development

Has the student achieved the professional values?

**Yes/No**

Has the student achieved the agreed proficiencies?

**Yes/No**

Has the student achieved their agreed learning and development needs?

**Yes/No**

Has the student completed the required hours?

**Yes/No**

Has an Action Plan been put in place? (if yes, see PAD document)

**Yes/No**

Student name: (print name):

Student signature:

Date:

Print Practice Assessor name:

Practice Assessor's signature:

Date:

Number of hours completed:

Outstanding hours:

Number of days of sickness:

Absence:

Authorised/Unauthorised

Academic Assessor's Comments/Review of the PAD document  
(This can be completed following the final review)

Name:

Signature:

Date:

**End of PAD 2**

To be completed by the Practice Assessor and Academic Assessor

**Practice Assessor:**

In addition to the achievement of professional values and proficiencies

Has the student achieved any outstanding proficiencies from PAD 1 **Yes/No/NA**

Has the student achieved the Episode of Care 1? **Yes/No**

Has the student achieved the Episode of Care 2? **Yes/No**

Has the student achieved Medicines Management? **Yes/No**

I confirm that I have been in communication with the Academic Assessor regarding the student's performance and achievement.

I confirm that the student is practising independently with minimal supervision, achieved all the requirements of PAD2 and provides and monitors care with increasing knowledge, skills and confidence.

**Practice Assessor:** *(print name below)*

I have reviewed the assessment documentation and student reflections and can confirm the student has been assessed by the Practice Assessor as fit to practice safely and effectively with minimal supervision and I recommend the student for progression to the Nursing and Midwifery Council Nursing Associate part of the register for the United Kingdom.

**Student Name:** *(print name)*

**Academic Assessor:** *(print name below)*

**Academic Assessor's signature:**

**Date:**



# PART B

The nursing associate role  
Hub and spoke/external placements  
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Care certificate  
Ofsted  
UWE programme details –  
Recording activity  
Elective opportunity  
Tripartite review  
Mandatory training

## The nursing associate role

A nursing associate is a new member of the nursing team in England. This role is designed to help bridge the gap between health and care assistants and registered nurses.

The Nursing associate is a stand-alone role that will also provide a progression route into graduate level nursing.

Nursing associates work with people of all ages and in a variety of settings in health and social care. The role will contribute to the core work of nursing, freeing up registered nurses to focus on more complex clinical care.

The role is generic and covers all four fields of nursing: adult, children's, mental health, and learning disability.

Depending on the nursing associate's place of employment, skills and responsibilities will vary. However, what underpins the role is the requirement to demonstrate the values and behaviours of the NHS Constitution and the Nursing Midwifery Council (NMC) Code of Conduct.

The nursing associate programme is mapped against the NMC standards of proficiency which represent the standards of knowledge and skills they a nursing associate will need to meet in order to be considered by the NMC as capable of safe and effective nursing associate practice. The standards have been designed to apply across all health and care settings. (NMC)

For further information click the link: [NMC standards](#)

## Information and guidance on external/spoke placements

Throughout the programme the nursing associate will have the opportunity to experience health and social care in a variety of settings. The employer may use a hub and external/spoke model of practice learning.

### **Hub Placement:**

This is your usual work area and where you will be for the main part of the programme. It is where practice supervisor and practice assessor also work.

### **External/Spoke Placement:**

As part of the 'hub' placement, you will also work in other areas known as external or spoke o' placements. You will be supported by staff in those areas who feedback to the 'hub' assessor. External/spoke placements are ideal for adding a breadth to your learning experience.

The employer will arrange the external/spoke placements to ensure the four fields of nursing and care of people across the age spectrum are met. At the tripartite reviews external/spoke placement experiences will be discussed and, if required planned for in the future.

## **Apprenticeship**

The nursing associate apprenticeship is a foundation degree undertaken in a higher education institute in partnership with health and social care employers.

There are a number of apprenticeship requirements that need to be met, and these are explained at induction and throughout the programme

A key aspect of the apprenticeship is it is employer led, and there will be a named person in the organisation who supports nursing associates. They work closely with the programme leads at the University.

The Institute for Apprenticeships & Technical Education set the Nursing Associate (NMC 2018) Apprenticeship standard.

### **Overview of the role**

Providing care for people of all ages and from different backgrounds, cultures and beliefs

### **Details of standard**

#### Occupation summary

This is a new occupation, introduced into the health and care workforce to bridge the gap between health and care assistants and registered nurses. Nursing associate is a stand-alone role that will also provide a progression route into graduate level nursing. It's intended that the role will enable registered nurses to focus on more complex clinical duties. Nursing associates work in the public, independent and voluntary sectors and it is a statutorily regulated profession. The standards for proficiency are set by the Nursing and Midwifery Council (NMC). Successful completion of this apprenticeship will meet the education requirements for registration with the NMC. This standard covers the NMC Standards for Proficiency and Annexes A & B for nursing associates (October 2018).

The broad purpose of the occupation is to provide care for people of all ages and from different backgrounds, cultures and beliefs. Nursing associates may provide care for people who have mental, physical, cognitive and behavioural care needs. They may provide care for people in their own home, in the community or hospital or in any health care settings where their needs are supported and managed. Nursing associates work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to play an active role in multidisciplinary teams.

Nursing associates contribute to the promotion of health, health protection and the prevention of ill health. They do this by empowering people and communities to exercise choice, take control of their own health decisions and behaviours and by supporting people to manage their own care where possible. In their daily work, an employee in this occupation interacts with a variety of service users, families and carers, and with an extensive range of health and care professionals and other agencies including social services, police, probation, prisons, housing, education, language interpreters and third

sector agencies. They might be working in a health, social care or public health provider and may work various shift patterns which enable care to be provided 24 hours per day, seven days per week, 365 days of the year. This is a new role and it is expected that nursing associates will become a key part of the team to meet the integrated health and care needs of patients and service users.

An employee in this occupation will be responsible for providing care for people of all ages and from different backgrounds, cultures and beliefs. They must be able to care for people in their own home, in the community or hospital or in any care settings where their needs are supported and managed. All nursing associates will work as part of a team but on a day to day basis they may be working alone when seeing people in their own homes or in the community. They work in the context of continual change, challenging environments, different models of care delivery, an older and more diverse population, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to negotiate boundaries and play an important role in multidisciplinary teams. The confidence to apply knowledge and skills and provide evidence based, direct nursing care therefore lies at the centre of all nursing associate practice.

Nursing associates must be emotionally intelligent and resilient individuals, able to manage their own personal health and well-being, recognise boundaries of their practice and know when and how to access support. (Institute for Apprenticeships & Technical Education)

Further information can be found at: <https://www.instituteforapprenticeships.org/>

An apprenticeship involves work based learning and academic study at University. It is important that off the job training is supported in placement. Below gives detail of what constitutes off the job training.

[Off the Job training infographic](#)

## Care Certificate

A requirement of the apprenticeship is to have completed the care certificate. It is an agreed set of standards that define the knowledge, skills and behaviours expected of specific job roles in the health and social care sectors. It's made up of the 15 minimum standards (Skills for Care).

1. The standards
2. Understand your role
3. Your personal development
4. Duty of care
5. Equality and diversity
6. Work in a person centred way
7. Communication
8. Privacy and dignity
9. Fluids and nutrition
10. Awareness of mental health, dementia and learning disabilities
11. Safeguarding adults
12. Safeguarding children



13. Basic life support
14. Health and safety
15. Handling information
16. Infection prevention and control

The care certificate is undertaken within your place of work and the employer will support the nursing associate with this requirement. [Skills for Care](#) website gives further information.

## **Ofsted**

The nursing associate will work and study towards a level 5 qualification, therefore it is within the remit of Ofsted.

Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages, ensuring a high standard is maintained.

Ofsted require nursing associates to fully engage with the programme, and there are key elements that are monitored for progression. For example: maths, English and digital literacy.

The University will be subject to Ofsted inspections to monitor the delivery of the programme and standard of learning and teaching. The inspection will review the nursing associate's journey both in practice and academically. It is essential the nursing associate has an awareness of safeguarding, British values and prevent. (Further detail in programme handbook), and the university is a safe environment for learning. Further information can be found at: [Ofsted](#) [UWE Safeguarding](#)

## **UWE programme details**

### **Recording activity**

Nursing associates are required to record all their activities undertaken in both practice and academically. Pebblepad is the digital platform that will be used. It will enable the nursing associate to build a portfolio of learning, and complete their individualised learning plan. Key people involved with the nursing associates learning will also be able to access Pebblepad, and details of how to use it will be given at the beginning of the programme.

### **Elective experience**

Throughout the programme the nursing associate will have the opportunity of elective experiences. It is an opportunity to observe health/social care within the private/voluntary/independent (PVI) sector, and it arranged by the individual.

The nursing associate will need to consider learning objectives and identify relevant learning outcomes within the Practice assessment document (PAD). There needs to be a clear rationale for the elective choice.

The practice module team will give further detail, on the elective experience and how this is arranged and recorded.

### **Tripartite review**

Tripartite reviews are an important aspect of the learning process and are carried out on a regular basis throughout the programme, at the student place of work. They are supportive meetings when a UWE representative and employer education lead/practice assessor meet with the nursing associate to review progress both academically and in practice.

The tripartite review has a structure that allows the nursing associate to reflect, share and discuss their learning both academically and in practice. There is also opportunity for the education lead/practice assessor and UWE representative to recognise the nursing associates learning, personal and professional achievements. It is a key point where all parties can assist the nursing associate to plan for future learning.

At the review the nursing associate will be RAG rated (red/amber/green) to show progression at that stage on the programme. If progression is not as expected action plan is developed. This is reviewed regularly by the employer and UWE to ensure the student is being supported to progress.

Tripartite review meetings are arranged in partnership between the employer and university and all documentation is through pebblepad.

### **Mandatory training**

The employer organises the nursing associates mandatory training that is required for them to work within the organisation. This will include practice based learning for example: basic life support and manual handling as well as on line learning for example: Safeguarding and Equality/diversity. Each employing organisation will have different requirements regarding mandatory training, and therefore nursing associates may undertake a variety of training.

At the tripartite review mandatory training for safeguarding, prevent and diversity will be monitored and documented, as these are a requirement for the Ofsted.

The nursing associate has a responsibility to ensure their mandatory training remains up to date.